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ABSTRACT

Designed to measure the level of understanding of literal meaning attained by students in grades 5-8 through the use of syntactic clues within written standard English sentences, this silent reading test reveals a student's strengths and weaknesses in syntactic knowledge and thus helps the teacher plan a program of instruction. Reliability coefficients were computed for all 102 items for each of the four grades and for the total test sample. Coefficients ranged from .95 for grade 5 to .89 for grade 8. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and communication Skills. A TRIP review which precedes the document lists its category (Language Development), title, author, date, and age range (intermediate, junior high), and describes the instrument's purpose and physical characteristics.] (RB)

NCTE Committee on Research

The Research Instruments Project (TRIP)

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CS 201 339

NATIONAL COUNCIL OF TEACHERS OF ENGLISH
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Category: Language Development

Title: "A Test of Sentence Meaning"

Author: Albert D. Marcus

Age Range: Intermediate - Junior High

Description of Instrument:

Purpose - A.T.S.M. is a diagnostic instrument designed to measure the level of understanding of literal meaning attained by students in grades 5 through 8, through the use of syntactic clues within written standard English sentences.

Date of Construction - 1968

Physical Description - This silent reading test reveals a student's strengths and weaknesses in syntactic knowledge, and thus helps the teacher plan a program of instruction in the needed specific syntactic skills. The student's ability to understand selected aspects of Nelson Frances' four basic types of syntactic structures is measured. Of the five means, according to Frances, by which grammatical meaning is indicated, the instrument employs word order, function words, inflections, and derivational contrast; but excludes prosody. The Frances version of structural grammar was used to isolate the types of syntactic structures to be selected for testing. Test items for the specific skills utilized the theory of transformational-generative grammar in order to factor sentences into their underlying kernels, and in order to compare transformations with equivalent meanings. Lexical content and internal punctuation of sentences within the test items were controlled to insure familiarity. Research in readability, and writings by linguists were investigated for clues to the types of grammatical constructions that might cause problems in reading comprehension. A list of seventeen types of grammatical structures that appeared to be representative of basic English syntactic structures, and which were adaptable to a multiple choice question format were ultimately selected.

CLASSIFICATION OF THE 17 SPECIFIC SYNTACTIC STRUCTURES INCLUDED IN ATSM WITHIN FRANCIS' CATEGORIES OF ENGLISH GRAMMATICAL STRUCTURES

I. *Structures of Modification:*
- prepositional phrase as noun, verb, or sentence modifier
- complex sentence where relative clause modifies subject
- complex sentence where relative clause modifies object
- complex sentence where relative clause modifies object of preposition
- complex sentence with two relative clauses

II. *Structures of Predication:*
- passive voice in simple sentence
- passive voice in complex sentence where relative clause contains passive
- recognition of transformations of nominalizations into active verbs

III. *Structures of Complementation:*
- direct object/indirect object sequence
- direct object/objective complement sequence
- subjective complement embedded as modifier

IV. *Structures of Coordination:*
- sentence with coordination of phrases
- sentence with coordination of subordinate clauses
- sentence with coordination of independent clauses
- elliptical structures of coordination

V. *Combinations of Structures:*
- included clauses as modifiers, subjects, or complements
- combinations of structures

The ability to discriminate between sentence structures that had the same or different meanings was used as the underlying principle for developing the format of the test items. In arriving at the correct answer the student has to differentiate between the choices that give a different meaning and those which give the same meaning, wholly or in part. Four types of multiple choice items were derived from this principle.

THE FOUR TYPES OF FORMAT FOR TEST ITEMS

Format 1

Directions:

Choose the one sentence that has the same meaning as the underlined sentence.

The man gave the boy a puppy.

a. The man gave away the boy's puppy.
b. The man gave a puppy to the boy.
c. The boy gave a puppy to the man.
d. The man gave a puppy away for the boy.

Format 2

Directions:

Three of the four sentences below have the same meaning. Choose the one sentence that has a *different* meaning.

a. Mother gave the baby the bottle.
b. The baby was given the bottle by mother.
c. The baby gave mother the bottle.
d. The bottle was given to the baby by mother.

Format 3

Directions:

The underlined sentence can be made into smaller sentences. Choose *two* sentences that say something true about the underlined sentence.

Mary saw the boy who ate the pie.

a. The boy saw Mary eat the pie.
b. The boy ate the pie.
c. The boy saw Mary.
d. Mary ate the pie.
e. Mary saw the boy.

Format 4

Directions:

Choose the *two* sentences that combine to give the complete meaning of the underlined sentence.

Bob and Don ate the bread and jelly.

a. Bob and Don ate the bread.
b. Bob ate the bread and jelly.
c. Don ate the bread.
d. Bob and Don ate the jelly.
e. Don ate the jelly.

All possible choices, even distractors, are grammatical so as to produce a meaning-oriented test rather than a usage-oriented test. Depending on the number of items answered correctly, a student's knowledge of each skill is ranked good, fair, or poor. Students ranked good on a structure understand how it conveys meaning. Those ranked fair need a review, and students ranked poor need to be taught how the structure conveys meaning.

Validity, Reliability, and Normative Data

To establish the content validity for A.T.S.M. the test items were submitted to three linguists who independently evaluated each item according to the following criteria:

> (1) Each item was to be in fact a structure of the type supposedly being tested. (2) All sentences within a test item were to be natural sentences such as might reasonably occur in normal discourse. (3) In test items designed to check the student's knowledge of kernel sentences within larger sentences, the denotative meaning of the "correct answers" was to be in accord with the denotative meaning of the lead sentence and the denotative meaning of each "incorrect answer" was not to be. (4) In test items designed to check the student's knowledge of transformations with equivalent meanings, the transformations were to denote equivalent meanings and the incorrect answers were to denote a different meaning.

The test was administered to 421 boys and girls from disadvantaged and middle-class area schools who were in grades 5 through 8, and who reached a 5.0 reading level on Huelsman's Word Discrimination Test. Reliability coefficients using the Kuder-Richardson Formula 20 were computed for all 102 items for each of the four grades, and for the total test sample. Coefficients ranged from .95 for grade five to .89 for grade eight. Lending further support for the validity of the instrument was a confirmation of the general expectation that students at higher grade levels would achieve higher scores on the total test and on each of the seventeen structures than students at lower grade levels.

Ordering Information:

EDRS

Related Documents:

Marcus, A. The development of a diagnostic test of syntactic meaning clues in reading: In R. E. Leibert (Ed.), Diagnostic viewpoints in reading. Newark, Delaware: International Reading Association, 1970.

Marcus, Albert. The development of a diagnostic test of syntactic meaning clues in reading. Unpublished doctoral dissertation, New York University, 1968

Name _____ Date of Test _____ Examiner _____
month day year

Age _____ Boy Girl School _____ Grade _____
years months (circle one)

A TEST OF SENTENCE MEANING

A Diagnostic Test of Syntactic Clues to Meaning in Reading

Revised Edition

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READING TEST
Part I

This is a silent reading test to find out how well you understand the meaning of different kinds of sentences.

Part I of the test contains two kinds of exercises. There are different directions for each kind of exercise. Read the directions before you begin the exercises. When you work on each exercise, be sure that you read all possible answers before you choose the correct answer or answers.

SAMPLE EXERCISES

Directions for Exercise 1

Choose the one sentence that has the same meaning as the underlined sentence, and circle the letter in front of it.

1. The man gave the boy a puppy.

   a. The man gave away the boy's puppy.
   b. The man gave a puppy to the boy.
   c. The boy gave a puppy to the man.
   d. The man gave a puppy away for the boy.

Letter b is the correct answer because this sentence has the same meaning as the underlined sentence.

Directions for Exercise 2

The underlined sentence can be made into smaller sentences. Choose two sentences that say something true about the underlined sentence. Circle the letters in front of the two sentences you choose.

2. Mary saw the man who ate the pie.

   a. The man saw Mary eat the pie.
   b. The man ate the pie.
   c. The man saw Mary.
   d. Mary ate the pie.
   e. Mary saw the man.

Letters b and e are the correct answers because these two sentences say something true about the underlined sentence. The other sentences do not tell something true about the underlined sentence.

This is not a timed test. If you have not finished when it is time to stop, you will be able to finish it at another time. Some of the exercises may be difficult, but do not spend too much time on any one exercise. Do not skip any exercises. If you are not sure of an answer, choose the answer that you think is the most correct.

Directions for this page

Choose the one sentence that has the same meaning as the underlined sentence and circle the letter in front of it.

1. He brought the woman her son.

   a. He brought the woman with her son.
   b. He brought the woman and her son.
   c. He brought the woman to her son.
   d. He brought her son to the woman.

2. The batter hit the man the ball.

   a. The batter hit the man with the ball.
   b. The batter was hit by the man with the ball.
   c. The batter was hit the ball by the man.
   d. The batter hit the ball to the man.

3. The salesman found the girl her job.

   a. The salesman found the girl and her job.
   b. The salesman found the job for the girl.
   c. The girl found the job as a salesman.
   d. The salesman and the girl found the job.

4. She brought the doctor the children in the morning.

   a. In the morning she brought the doctor to the children.
   b. In the morning she brought the children to the doctor.
   c. She brought the doctor to the children in the morning.
   d. In the morning she brought the doctor's children.

5. We mailed him the package.

   a. We mailed him and the package.
   b. We mailed the package to him.
   c. The package we mailed was his.
   d. We mailed the package for him.

6. She bought the cat a fish.

   a. She bought a fish for the cat.
   b. She bought the catfish.
   c. She bought a fish and the cat.
   d. She bought the cat and a fish.

Directions

The underlined sentences can be made into smaller sentences. For each group of sentences choose two sentences that say something true about the underlined sentence. Circle the letters in front of the sentences you choose.

1. The boys who chased the dogs ran around the corner.

   a. The boys ran around the corner.
   b. The dogs ran around the corner.
   c. The dogs chased the boys.
   d. The boys whom the dogs chased ran around the corner.
   e. The boys chased the dogs.

2. The student whom the teacher corrected erased the board.

   a. The teacher erased the board.
   b. The student corrected the teacher.
   c. The student correctly erased the board.
   d. The teacher corrected the student.
   e. The student erased the board.

3. The boy to whom she gave the rabbit climbed through the hole in the fence.

   a. The boy climbed through the hole in the fence.
   b. The boy gave her the rabbit.
   c. The rabbit climbed through the hole in the fence.
   d. She gave the rabbit to the boy.
   e. She climbed through the hole in the fence.

4. The nurses who helped the sick old lady received some fruit and a box of candy.

   a. The sick old lady received some fruit.
   b. The nurses received some fruit and a box of candy.
   c. The nurses helped the sick old lady.
   d. The sick old lady received a box of candy.
   e. The nurses helped the sick old lady receive some fruit and a box of candy.

5. The girl whom the witness blamed for the accident told the judge her story.

   a. The girl blamed the witness for the accident.
   b. The witness blamed the girl for the accident.
   c. The witness told the judge her story.
   d. The girl told the judge her story.
   e. The witness who was blamed for the accident told the judge her story.

6. The man from whom she bought the horse chased the deer this morning.

   a. The horse chased the deer this morning.
   b. The man chased the deer with the horse this morning.
   c. She bought the horse this morning.
   d. The man chased the deer this morning.
   e. She bought the horse from the man.

7. The men who were attacked by the police ran around the corner.

a. The police ran around the corner.
b. The men ran around the corner.
c. The men attacked the police.
d. The police were attacked.
e. The police attacked the men.

8. The women hired the girl who had been sent money by her mother.

a. The women were sent money by the girl's mother.
b. The women hired the girl.
c. The women were hired by the girl's mother.
d. The girl's mother had sent her money.
e. The mother had sent the women money.

9. The soldiers who had been seen by the driver ran towards the empty house.

a. The driver ran towards the empty house.
b. The soldiers saw the driver.
c. The driver saw the soldiers run towards the empty house.
d. The driver saw the soldiers.
e. The soldiers ran towards the empty house.

10. My sister who was found a job by my uncle got paid once a week.

a. My uncle found my sister a job.
b. My uncle got paid once a week.
c. My sister found a job for my uncle.
d. My sister found a job with my uncle.
e. My sister got paid once a week.

11. Bob mailed the coins that had been discovered in France by Tom to New York.

a. Bob mailed the coins to New York.
b. Bob discovered the coins.
c. Tom mailed the coins from France to New York.
d. Tom discovered the coins in France.
e. Bob mailed the discovered coins in France.

12. John showed Bob the book that had been given to Henry by Tom.

a. John showed Bob the book.
b. Bob gave the book to Henry.
c. Tom gave Henry the book.
d. Henry gave the book to Tom.
e. John showed the book he gave to Henry.

13. John hit the boy who was throwing the rocks.

a. The boy was throwing the rocks.
b. The boy who was throwing the rocks hit John.
c. John hit the boy by throwing rocks.
d. John hit the boy
e. John was throwing the rocks.

14. The policeman captured the robber whom he had seen leave the bank.

a. The policeman captured the robber.
b. The robber had seen him leave the bank.
c. The policeman had seen the robber leave the bank.
d. The policeman captured the robber leaving the bank.
e. The policeman was leaving the bank and saw the robber.

15. Tom hit the boy at whom he was throwing the rocks.

a. The boy was throwing the rocks.
b. The boy who was throwing the rocks hit Tom.
c. Tom hit the boy.
d. The boy hit Tom.
e. Tom was throwing the rocks.

16. He drove the soldiers who destroyed the enemy to the camp.

a. The soldiers destroyed the enemy.
b. He drove the soldiers to the destroyed enemy camp.
c. The soldiers drove to the enemy's camp.
d. He drove the soldiers to the camp.
e. He destroyed the enemy

17. The dog frightened the child whom the workman was protecting.

a. The workman was protecting the dog from the child.
b. The child was frightened by the workman.
c. The dog was protecting the child from the workman.
d. The workman was protecting the child.
e. The dog frightened the child.

18. Bob saved the man for whom he had sold the truck.

a. The man saved the truck for Bob.
b. Bob had sold the truck for the man.
c. The man had sold the truck for Bob.
d. Bob saved the man.
e. Bob saved the man from selling the truck.

19. The mother of the girls who were riding in the bus drove to the side entrance of the school.

a. The bus drove to the side entrance of the school.
b. The mother drove to the side entrance of the school.
c. The girls were riding with their mother.
d. The girls riding in the bus drove to the side entrance of the school.
e. The girls were riding in the bus.

20. The men called to the boys whom they helped.

a. The men called for the boys to help them.
b. The men called the boys for help.
c. The boys helped the men.
d. The men helped the boys.
e. The men called to the boys.

21. The woman sold the pole to the man with whom her son had gone fishing.

a. The woman sold the pole to the man.
b. The man had gone fishing with the pole the woman sold him.
c. The woman's son used the pole when he went fishing.
d. Her son had gone fishing with the man.
e. The woman and her son had gone fishing with the man.

22. The uncle of the boys who were swimming in the river drowned in a boat accident yesterday.

a. The uncle drowned in a boat accident yesterday.
b. The boys were swimming yesterday.
c. The boys were swimming in the river.
d. The boys drowned in a boat accident in the river.
e. The boys drowned while swimming in the river.

23. The guards yelled at the soldiers whom they heard.

a. The soldiers heard the guards.
b. The guards heard the soldiers.
c. The soldiers heard them.
d. The soldiers heard the guards yelling.
e. The guards yelled at the soldiers.

24. The daughter of the man for whom David worked drove to the office in a new sports car.

a. David worked for the man.
b. The daughter worked for her father.
c. The man's daughter drove to the office in a new sports car.
d. David drove to the office in a new sports car.
e. David worked in the office.

25. The man from whom she bought the ring threw the small package that was round and shiny into the river.

a. The package was round, small, and shiny.
b. The man threw the round, shiny ring into the river.
c. The man bought the ring from her.
d. She bought the ring from the man.
e. She bought the ring and threw the small package into the river.

26. The boys whom the captain chose for the job delivered the letter to the scouts who had discovered the treasure.

a. The boys delivered the letter.
b. The captain chose the job and delivered the letter.
c. The captain chose the boys to be scouts.
d. The captain chose the scouts for the job.
e. The scouts discovered the treasure.

27. After lunch the coach who had painted the boat helped the boy whom he paid for his work.

a. The coach helped the boy paint the boat.
b. The boy painted the boat for the coach.
c. The coach helped the boy.
d. The boy paid the coach for his work.
e. The coach paid the boy for his work.

28. My cousin John with whom Bill had gone fishing argued with the boat's captain whom he angered.

a. The captain angered my cousin John.
b. I had gone fishing with my cousin John.
c. Bill argued with the boat's captain.
d. My cousin John angered the captain.
e. Bill had gone fishing with my cousin John.

29. The man for whom Henry bought the watch gave it to the woman from whom the owner of the building collected the rent.

a. The owner of the building collected the rent from the man.
b. Henry bought the watch for the man.
c. Henry bought and gave the watch to the man.
d. The man bought the watch from Henry.
e. The owner of the building collected the rent from the woman.

30. The woman whom Uncle Robert admired handed the gift to the doctor whom she visited.

a. The woman visited the doctor.
b. Uncle Robert admired the gift.
c. Uncle Robert admired the woman.
d. Uncle Robert handed the gift to the woman he admired.
e. The doctor visited the woman.

STOP

READING TEST
Part II

This is a test to find out how well you understand the meaning of different kinds of sentences.

Part II of the test contains two kinds of exercises. There are different directions for each kind of exercise. Read the directions before you begin the exercises. When you work on each exercise, be sure that you read all possible answers before you choose the correct answer or answers.

SAMPLE EXERCISES

Directions for Exercise 1

The underlined sentence can be made into smaller sentences. Choose two sentences that say something true about the underlined sentence. Circle the letters in front of the two sentences you choose.

1. Mary saw the man who ate the pie.

   a. The man saw Mary eat the pie.
   b. The man ate the pie.
   c. The man saw Mary.
   d. Mary ate the pie.
   e. Mary saw the man.

Letters b and e are the correct answers because these two sentences say something true about the underlined sentence. The other sentences do not tell something true about the underlined sentence.

Directions for Exercise 2

Three of the four sentences below have the same meaning. Choose the one sentence that has a different meaning and circle the letter in front of it.

2. a. Mother gave the baby the bottle.
   b. The baby was given the bottle by mother.
   c. The baby gave mother the bottle.
   d. The bottle was given to the baby by mother.

Letter c is the correct answer, because sentences a, b, and d all have the same meaning, and sentence c has a different meaning.

This is not a timed test. If you have not finished when it is time to stop, you will be able to finish it at another time. Some of the exercises may be difficult, but do not spend too much time on any one exercise. Do not skip any exercises. If you are not sure of an answer, choose the answer that you think is the most correct.

Directions

The underlined sentences can be made into smaller sentences. For each group of sentences choose two sentences that say something true about the underlined sentence. Circle the letters in front of the two sentences you choose.

1. The committee appointed her brother president.

   a. The president appointed her brother.
   b. The committee appointed her brother to be president.
   c. The committee and the president appointed her brother.
   d. The committee appointed her.
   e. The committee appointed her brother.

2. They elected Paul secretary of the committee.

   a. They elected Paul.
   b. The secretary elected Paul for the committee.
   c. The secretary of the committee elected Paul.
   d. They elected Paul's secretary to the committee.
   e. They elected Paul to be secretary.

3. They voted Edward the most popular boy.

   a. They voted for Edward and the most popular boy.
   b. Edward voted for the most popular boy.
   c. They voted Edward to be the most popular boy.
   d. They voted for Edward.
   e. The most popular boy voted for Edward.

4. His aunt considered him a fool.

   a. His aunt considered him foolish.
   b. He was a fool.
   c. His aunt considered him to be foolish.
   d. He was foolishly considered.
   e. His aunt foolishly considered him.

5. We found it a difficult job for the beginners.

   a. The job was difficult for the beginners.
   b. We found the beginners.
   c. The beginners found a difficult job.
   d. We found it to be a difficult job for the beginners.
   e. We found a difficult job for the beginners.

6. The girl thought him a success.

   a. He was a success.
   b. The girl successfully thought of him.
   c. The girl thought him successful.
   d. He was successfully thought of.
   e. The girl thought that he was a success.

7. He heard the caged bird.

   a. He heard the bird.
   b. He was in the cage.
   c. The bird that heard was in the cage.
   d. In the cage he heard the bird.
   e. The bird was in a cage.

8. He saw the mean looking boy.

   a. He saw the mean boy.
   b. The boy looked mean.
   c. He saw the boy.
   d. The boy looked meanly at him.
   e. He looked meanly at the boy.

9. She went to the woman doctor.

   a. The woman went to her doctor.
   b. She went to the woman's doctor.
   c. She went to the doctor for the woman.
   d. The doctor is a woman.
   e. She went to the doctor.

10. The woman heard the singing man.

   a. The woman heard the man.
   b. The woman's singing was heard by the man.
   c. The man heard the singing.
   d. The man was singing.
   e. The man sang for the woman to hear him.

11. The flowers in the bowls are lovely.

   a. The flowers looked lovely in the bowls.
   b. The flowers are in the bowls.
   c. The flowers are in the lovely bowls.
   d. The flowers and the bowls are lovely.
   e. The flowers are lovely.

12. The old man outside owns a small cat.

   a. The old man owns a small cat.
   b. The old man's cat is outside.
   c. The old man is outside.
   d. The cat that the old man owns is outside.
   e. The old man owns the small cat outside.

13. Jane gave the cooky behind the jar to the boy.

a. Jane gave the boy the cooky.
b. The giving of the cooky was behind the jar.
c. Jane was behind the jar.
d. The cooky was behind the jar.
e. The boy was behind the jar.

14. In the morning the doctor drove in his truck to the accident.

a. The doctor drove in his truck.
b. The accident was in the morning.
c. The doctor was in the accident.
d. His truck was in the accident.
e. The doctor drove in the morning.

15. He filled a glass from over the sink with milk.

a. The glass was filled over the sink.
b. The glass had been over the sink.
c. He filled a glass with milk.
d. The milk was over the sink.
e. The milk and the glass were over the sink.

16. Last night they moved the tree which my brother had planted behind the house that morning.

a. My brother had planted the tree behind the house.
b. They moved the tree last night.
c. They moved the tree to behind the house.
d. My brother planted the tree last night.
e. They moved the tree that morning.

17. The governor agreed with state leaders today on a plan for dividing $430-million in state aid to cities over the next three years.

a. The $430-million state aid was divided among the cities today.
b. The plan divided the cities over the next three years.
c. The state aid was to be over the next three years.
d. The plan divided $430-million in state aid.
e. Over the next three years the governor will divide the state aid with state leaders.

18. The new building will provide many kinds of services for the inhabitants of a block between West Avenue and Lakeside Drive.

a. The new building is between West Avenue and Lakeside Drive.
b. The services are for the inhabitants of a block.
c. There are many kinds of inhabitants on the block.
d. The services are between West Avenue and Lakeside Drive.
e. The block is between West Avenue and Lakeside Drive.

Directions

Three of the sentences in each group have the same meaning. Choose the one sentence that has a different meaning, and circle the letter in front of it.

1. a. He gave the candy to the lady.
   b. He was given the candy by the lady.
   c. The lady gave him the candy.
   d. The candy was given him by the lady.

2. a. Some flowers were bought by the boy for the girl this morning.
   b. The boy bought the girl some flowers this morning.
   c. This morning the girl was bought some flowers by the boy.
   d. The girl bought some flowers for the boy this morning.

3. a. The money was sent to us by them yesterday.
   b. Yesterday we were sent the money by them.
   c. We were sending the money with them yesterday.
   d. Their sending of the money to us occurred yesterday.

4. a. I found my brother a job.
   b. A job was found for me by my brother.
   c. My brother found a job for me.
   d. I was found a job by my brother.

5. a. Her mother was elected by the president and us.
   b. We elected her mother president.
   c. Her mother was elected president by us.
   d. Her mother was elected to be president by us.

6. a. The woman gave the boy the money this morning.
   b. This morning the money was given the boy by the woman.
   c. The giving of the money to the boy by the woman occurred this morning.
   d. The woman was given the money by the boy this morning.

7. a. She agreed with whatever he said.
   b. With whatever she said he agreed.
   c. He agreed with whatever she said.
   d. Whatever she said he agreed with.

8. a. It was after they came that she left.
   b. It was after she left that they came.
   c. After she left they came.
   d. They came after she left.

9. a. Everyone knows that he is a liar.
   b. That he is a liar everyone knows.
   c. He is a liar that everyone knows.
   d. Everyone knows he is a liar.

10. a. They heard the news that the men were safe.
    b. That the men were safe was the news they heard.
    c. The news they heard was that the men were safe.
    d. The news was that they heard that the men were safe.

11. a. That he has helped the child is not well known.
    b. The child he has helped is not well known.
    c. His helping of the child is not well known.
    d. It is not well known that he has helped the child.

12. a. Who she saw is not known.
    b. It is who she saw that is not known.
    c. It is not known who she saw.
    d. She did not know who she saw.

13. a. Bob's instructions to her were to arrange for the wedding's quick conclusion.
    b. Bob instructed her to quickly conclude the wedding arrangements.
    c. Bob instructed her to quickly conclude the arrangements for the wedding.
    d. Bob's instructions to her were that the wedding arrangements were to be brought to a quick conclusion.

14. a. The senator stated to the reporters that the protection of the people should be the government's main job.
    b. The senator's statement to the reporters was that protecting the people should be the main job of the governed.
    c. The senator's statement to the reporters was that the protection of the people should be the main job of government.
    d. The senator stated to the reporters that protecting the people should be the government's main job.

15. a. Her preparations to perform on stage were concluded because Sam arrived.
    b. Her preparations for her performance on stage were concluded because of Sam's arrival.
    c. She prepared for the conclusion of the performance on stage because of the arrival of Sam.
    d. Because of the arrival of Sam, her preparations to perform on stage were concluded.

16. a. The factory's production of trucks helped to develop the area.
    b. The production of trucks by the factory helped the development of the area.
    c. The factory's production of trucks helped the area's development.
    d. The factory-produced trucks helped the area to develop.

17. a. Mr. Brown's explanation of the mayor's statement satisfied the reporters.
    b. Mr. Brown explained the mayor's satisfactory statement to the reporters.
    c. Mr. Brown explained the statement of the mayor to the reporters' satisfaction.
    d. Mr. Brown explained what the mayor stated to the satisfaction of the reporters.

18. a. He argues that the singers are to improve the requirements for additional effort.
    b. He argues that added effort is required for the singers to improve.
    c. He argues that the singers' improvement requires additional effort.
    d. His argument is that the improvement of the singers requires an addition of effort.

STOP

READING TEST
Part III

This is a test to find out how well you understand the meaning of different kinds of sentences.

Part III of the test contains two kinds of exercises. There are different directions for each kind of exercise. Read the directions before you begin the exercises. When you work on each exercise, be sure that you read all possible answers before you choose the correct answers.

SAMPLE EXERCISES

Directions for Exercise 1

Choose the two sentences that combine to give the complete meaning of the underlined sentence.

1. Bob and Don ate the bread and jelly.

   a. Bob and Don ate the bread.
   b. Bob ate the bread and jelly.
   c. Don ate the bread.
   d. Bob and Don ate the jelly.
   e. Don ate the jelly.

Letters a and d are the correct answers because only these two sentences give the complete meaning of the underlined sentence.

Directions for Exercise 2

The underlined sentence can be made into smaller sentences. Choose two sentences that say something true about the underlined sentence. Circle the letters in front of the two sentences you choose.

2. Mary saw the man who ate the pie.

   a. The man saw Mary eat the pie.
   b. The man ate the pie.
   c. The man saw Mary.
   d. Mary ate the pie.
   e. Mary saw the man.

Letters b and e are the correct answers because these two sentences say something true about the underlined sentence. The other sentences do not tell something true about the underlined sentence.

This is not a timed test. If you have not finished when it is time to stop, you will be able to finish it at another time. Some of the exercises may be difficult, but do not spend too much time on any one exercise. Do not skip any exercises. If you are not sure of an answer, choose the answer that you think is the most correct.

Directions

Choose the two sentences that combine to give the complete meaning of the underlined sentence.

1. Jane and Tom ran and jumped along the road.

   a. Jane jumped along the road.
   b. Jane ran and jumped along the road.
   c. Tom ran along the road.
   d. Tom jumped along the road.
   e. Tom ran and jumped along the road.

2. The boy and his uncle fished and hunted all winter and summer.

   a. The boy fished all winter.
   b. His uncle fished and hunted all winter and summer.
   c. The boy hunted all winter and summer.
   d. The boy hunted and fished all winter and summer.
   e. His uncle hunted all winter and summer.

3. He took his brother, the doctor, and that man.

   a. He took that man and the doctor.
   b. He took his brother to the doctor.
   c. The doctor was a man.
   d. He took his brother.
   e. His brother was a doctor.

4. She is neither happy nor wealthy.

   a. She is happy.
   b. She is not wealthy.
   c. She is not happy.
   d. She is wealthy.
   e. She is both happy and wealthy.

5. He is a mayor both popular and respected.

   a. He is a respected mayor.
   b. He is popular with the mayor.
   c. He is respected by the mayor.
   d. Both he and the mayor are popular and respected.
   e. He is a popular mayor.

6. I bring not peace but a sword.

   a. I bring peace.
   b. I bring a sword.
   c. I bring not only peace but a sword.
   d. I don't bring a sword.
   e. I don't bring peace.

Directions

The underlined sentences can be made into smaller sentences. For each group of sentences choose two sentences that say something true about the underlined sentence. Circle the letters in front of the two sentences you choose.

1. Anne asked Jane to come at six and Mary at noon.

   a. Anne asked Jane to come at six and at noon.
   b. Anne asked Mary at noon.
   c. Jane was to be at Mary's at noon.
   d. Anne asked Jane to come at six.
   e. Anne asked Mary to come at noon.

2. The store was painted gray and the house white.

   a. The store was painted gray and white.
   b. The house was painted white.
   c. The store and the house were painted gray.
   d. The store was painted white and gray.
   e. The store was painted gray.

3. I like raw carrots, not cooked.

   a. I don't like cooked carrots.
   b. I like raw and cooked carrots.
   c. I like raw carrots.
   d. I like cooked carrots.
   e. I don't like raw carrots.

4. His aunt ate smoked ham, not fresh.

   a. His aunt didn't eat fresh smoked ham.
   b. His aunt didn't eat fresh ham.
   c. His aunt didn't eat smoked ham.
   d. His aunt ate smoked ham.
   e. His aunt ate fresh ham.

5. He bought not only grapes and apples but also peaches.

   a. He bought only grapes and apples.
   b. He didn't buy grapes and apples.
   c. He bought peaches.
   d. He bought apples and grapes.
   e. He didn't buy grapes, apples, or peaches.

6. I must buy ice cream and either cake or a pie.

   a. I must buy ice cream.
   b. I must buy cake or a pie.
   c. I must buy ice cream and cake.
   d. I must buy ice cream and pie.
   e. I must buy ice cream, cake and a pie.

7. The man who sold papers and who stopped for father left immediately.

a. The man left immediately.
b. The man stopped selling papers to father.
c. Father left immediately with the man who sold papers.
d. Father left immediately with the man who stopped.
e. The man stopped for father.

8. The farmer for whom Jim worked and to whom the driver delivered the horses entered the barn to get food.

a. The driver delivered the horses to Jim.
b. The horses entered the barn to get food.
c. Jim worked for the driver who delivered the horses.
d. The farmer entered the barn.
e. Jim worked for the farmer.

9. They sent for him after his mother left and before his father had gone.

a. They sent for him after his mother and father had gone.
b. Before his mother left they sent for him.
c. They sent for him before his father had gone.
d. After his mother left they sent for him.
e. After his father had gone they sent for him.

10. The Navy told the families of the men aboard the Seabird that the ship was probably lost and that the crew members were thought to be dead.

a. The Navy said that the crew members were thought to be dead.
b. The crew members of the Seabird were told by the Navy.
c. The Navy said that the ship was probably lost.
d. The crew members were dead.
e. The ship was lost.

11. The horse jumped because he saw the snake and because the rider frightened him.

a. The rider frightened the snake.
b. The horse saw the snake.
c. The snake frightened the rider.
d. The rider frightened the horse.
e. The rider saw the snake.

12. He moved the car after supper was over but before the snow began to fall.

a. Before the snow began to fall, he moved the car.
b. After supper was over, he moved the car.
c. He moved the car after the snow began to fall.
d. The snow began to fall before supper was over.
e. He moved the car before supper was over.

13. The birds sang and the chipmunks chirped, all day.

a. The birds chirped all day.
b. The chipmunks sang and chirped all day.
c. The birds sang all day.
d. The chipmunks chirped all day.
e. The birds sang and chirped all day.

14. Next to him was a sad-looking old woman, and next to his father was a strange old man.

a. A sad-looking old woman was next to his father.
b. A strange old man was next to his father.
c. A sad-looking old woman was next to him.
d. His father was a strange old man.
e. A sad-looking old woman was next to him and his father.

15. Not only is she intelligent, but she is also beautiful.

a. She is not intelligent.
b. She is not intelligent, but she is beautiful.
c. She is beautiful.
d. She is only intelligent.
e. She is intelligent.

16. Dan did not get frightened, nor did he refuse to discuss the accident.

a. Dan did not get frightened.
b. Dan refused to discuss the accident.
c. He did not discuss the accident.
d. He and Dan did not get frightened.
e. Dan did not refuse to discuss the accident.

17. The boys were tired and hungry, nor were the girls feeling different.

a. The boys were tired and hungry not the girls.
b. The girls were not feeling different.
c. The girls were feeling different.
d. Neither the boys nor the girls were tired and hungry.
e. The boys were tired and hungry.

18. Either Mary ate it or Jane took it to the party.

a. Either Mary took it to the party or Jane ate it.
b. Either Jane took it to the party or Mary ate it.
c. Either Jane ate it or Mary took it to the party.
d. Either Jane took it or Mary ate it.
e. Mary either ate it or took it to the party for Jane.

19. Mary complained that no one was helping her clear off the tables in the dining room since the group decided that Betty should be relieved of housekeeping duties because she cooked the meals.

a. The group decided to help Mary clear off the tables.
b. Mary cooked the meals.
c. Mary was relieved of her housekeeping duties.
d. Mary complained that no one helped her clear the dining room tables.
e. The group decided to relieve Betty of housekeeping duties.

20. After our boat was all painted, we decided to help David who had painted about half of his old 12-foot rowboat which my father had repaired.

a. My father had repaired our boat.
b. David painted about half of his 12-foot rowboat.
c. We finished painting our boat.
d. David's old 12-foot rowboat was repaired by my father.
e. We helped David paint his old 12-foot rowboat.

21. We elected Sam president and Mary vice-president, because John went away.

a. John went away because we elected Sam president.
b. Because John went away we elected Sam president.
c. We elected Mary vice-president because John went away.
d. Because we elected Sam president John went away.
e. John went away because we elected Mary vice-president.

22. Students among the 35 people arrested early Monday for criminal action when the police broke up a 6-hour meeting in the college president's offices were told that they had until 4 P. M. Thursday to give their reasons for their action if they wanted to return to school.

a. The police told the 35 people arrested that they had until 4 P. M. Thursday to give their reasons for their action.
b. 35 students were arrested for criminal action.
c. Students were told that they had until 4 P. M. Thursday to give their reasons for their action.
d. When the police broke up a 6-hour meeting, they arrested 35 people.
e. The college president's offices were told that they had until 4 P. M. to give their reasons for the action.

23. Almost immediately after the men had begun their discussion of the student action the leader of the parents, who is not a school official, announced that his group would vote for the new rule that had been suggested by the school principals and teachers.

a. The school teachers and principals had suggested the new rule.
b. A school official announced that his group would vote for the rule.
c. The leader of the parents suggested the new rule for the group.
d. The men began the discussion of the student action after the parents' leader made his announcement.
e. The leader of the parents announced that his group would vote for the new rule.

24. When the teacher left the room the boys talked and the girls played.

a. The girls played when the teacher left the room.
b. When the teacher left the room the boys talked.
c. When the girls played the teacher left the room.
d. The teacher left the room when the boys talked.
e. When the boys talked the teacher left the room.

STOP

ANSWER SHEET - A TEST OF SENTENCE MEANING

Part I

1. d
2. d
3. b
4. b
5. b
6. a

1. ae
2. de
3. ad
4. bc
5. bd
6. de
7. be
8. bd
9. de
10. ae
11. ad
12. ac
13. ad
14. ac
15. ce
16. ad
17. de
18. bd
19. be
20. de
21. ad
22. ac
23. be
24. ac
25. ad
26. ae
27. ce
28. de
29. be
30. ac

Part II

1. be
2. ae
3. cd
4. ac
5. ad
6. ce
7. ae
8. bc
9. de
10. ad
11. be
12. ac
13. ad
14. ae
15. bc
16. ab
17. cd
18. be

1. a
2. d
3. c
4. c
5. a
6. d
7. a
8. a
9. c
10. d
11. b
12. d
13. a
14. b
15. c
16. d
17. b
18. a

Part III

1. be
2. bd
3. ad
4. bc
5. ae
6. be

1. de
2. be
3. ac
4. bd
5. cd
6. ab
7. ac
8. de
9. cd
10. ac
11. bd
12. ab
13. cd
14. bc
15. ce
16. ac
17. be
18. bd
19. dc
20. bd
21. bc
22. cd
23. ae
24. cb